



BRITISH VALUES CURRICULUM INTENT

VISION

At Shobnall Primary School, our vision is to prepare our learners for life in modern Britain and equip them fully for life in the 21st century. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

CURRICULAR GOALS

*Learning is a change to **long-term memory**. Our aims and goals are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an **ambitious body of procedural and semantic knowledge**.*

CELEBRATE

We celebrate what we have in common and promote respect for the different protected characteristics as defined in law.

CITIZENSHIP

We equip our pupils to be responsible, respectful, active citizens who contribute positively to society.

CULTURE

We develop children's understanding and appreciation of diversity.

COMPLETE

We develop our pupils understanding of fundamental British Values.

BREADTH OF STUDY – LONG TERM PLAN

	The Rule of Law	Democracy	Individual Liberty	Mutual Respect
EYFS	<ul style="list-style-type: none"> -Classroom rules and routines are promoted. -Children are aware of the consequences. E.g. Tidying up, hands up when you want to speak. -Children to be clear what the boundaries are. -Children to be aware of the school rules and how to follow them to keep them safe. 	<ul style="list-style-type: none"> - Jigsaw PSHE, children taking turns. - Children to vote on group decisions. E.g. Which story to read. - Children to vote for a school council member, Eco Warrior, Anti bullying ambassadors. - School council member to attend school council meeting. 	<ul style="list-style-type: none"> - Children choose which leaning areas to access throughout the school day. - Children are expected to share personal experiences with their class (star of the week). - Children have the opportunity to take risks- outdoor area and during physical exercise. - Children have the right to express their opinions and feelings during circle time. 	<ul style="list-style-type: none"> - Children encouraged to take turns, listen and value the opinions of others. -Children’s home experiences are discussed as a class. - Children to learn about celebrations across different faiths and religions. E.g. Diwali and Christmas. - Children to learn about the similarities and differences between themselves and others. <p>This is encouraged through the use of the role play areas and language used e.g. firefighters not fireman.</p> <ul style="list-style-type: none"> - Challenging stereotypes through resources. Such as, gender and cultural and racial stereotyping through the role play area and stories. <p>Children to become familiar with the Queen of England.</p>
YEAR 1/2	<ul style="list-style-type: none"> -School rules are consistently reinforced with use of the class charter. -Rewards and consequences for following the classroom rules. E.g. Team points and stamps. 	<ul style="list-style-type: none"> - Jigsaw PSHE, children taking turns. - Children to vote for a school council member, Eco Warrior, Anti bullying ambassadors. - Children to learn who makes the 	<ul style="list-style-type: none"> - Children to identify what their own responsibilities are at home and at school. E.g. reading diaries, making their beds at home. - Children have the right to choose their school lunch. 	<ul style="list-style-type: none"> -Valuing the opinions of others through circle time. - To understand what respect is and how to show respect. E.g. towards teachers, parents and each other.

	<ul style="list-style-type: none"> - Beginning to learn about the rules in Britain- Is this right or wrong? Roleplay stories to demonstrate this. 	<ul style="list-style-type: none"> rules in Britain and how they are elected. -Children to become familiar with who the Prime Minister is and their role within the country. 	<ul style="list-style-type: none"> - To explore what freedom means and that we have a choice. - Children to explore how we are kept safe in school. E.g. ID and fire drill, lock down procedures. 	<ul style="list-style-type: none"> -What does respect look like? Role play with different scenarios. - Children to understand the importance of the Royal family in England. -Children to learn about the faith and religion- Sikhism (Year 1) and Christianity (Year 2).
YEAR 3/4	<ul style="list-style-type: none"> -School rules are constantly reinforced with use of the class charter. -Rewards and consequences for following the classroom rules. E.g. Team points and stamps. -Children to explore the purpose of laws in school, home and in Britain. Children to investigate who makes the laws? 	<ul style="list-style-type: none"> - Children to vote for a school council member, Eco Warrior, Anti bullying ambassadors. -Children to understand the term democracy and to identify the main party leaders and what their roles are. 	<ul style="list-style-type: none"> -If we have freedom, does this mean we can do anything we want? Rules at school and at home. - Children to realise that their own behaviour affects others. E.g. trying to get someone to do something you want them to do. -Discrimination- Introduction Use examples of equal opportunities for everyone in sports etc. 	<ul style="list-style-type: none"> -Children to learn-how can respect be earned? -Children to share experiences of when they have observed respect/disrespect. -Children to have the opportunity to share their cultural beliefs with their class. -Children to compare Britain's monarchy to that of other countries. -Children to learn about the faith and religion- Hinduism (Year 3) and Buddhism (Year 4).
YEAR 5/6	<ul style="list-style-type: none"> -Children to identify the laws of England and understand the consequences. -Children to recognise the difference between right and wrong and apply this in their own lives respecting the criminal law of England. 	<ul style="list-style-type: none"> -Children understanding the voting system in the UK. Is it necessary to vote? Legal age to vote is 18 -Debates- Is it right that children have to wait until they are 18 to vote? -Children to understand the purpose of the House of Lords and the House of Commons. 	<ul style="list-style-type: none"> -Children to take responsibility for active playground, assembly duty and team point collection. -Making comparisons with life today and our education system to other countries. -What do the government do to keep us safe? -WW Adolf Hitler and the Jews- Discrimination against a religion. 	<ul style="list-style-type: none"> -What does modern Britain look like today compared to 20 years ago? Explore the different nationalities and religions living in the UK today. -Explore positive and negative attitudes towards our multicultural society- Racism. - Children to share and listen to cultural experiences in a

			<ul style="list-style-type: none"> -Freedom of speech- demonstrations -Criminal responsibility from age 10 and the police have the right to take you're freedom away if you are not following the rules. - Slavery in different counties/ Child labour. 	<p>respectful way.</p> <ul style="list-style-type: none"> -What makes a good British citizen? -Royal Roles- Prince Harry/ Princess Catherine Mental health work. Children to learn about the faith and religion- Judaism (Year 5) and Islam (Year 6).
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Resources- challenging stereotypes gender
 Bank of books for each British value aspect
 SMSC Moral Spiritual Social Cultural